Solving the Mystery of the Middle School Boy Choir

Daily Activities Designed to Build Skill, Knowledge and Enthusiasm
Missouri State Music Educators Conference
January 24-27, 2018

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Co-Founder, Co-Artistic Director, CoroRio - CoroRio.org

I. **Body, Ear & Vocal Activation**
- Warm-up -random hums, vocal slides, lip trills
- Creating Singers/Introducing Harmonies (like a ninja)
- Flipping the Octaves –
- Two Claps and a Rick Flair –
- Organize the Wiggles –
- Replace the Shotgun with a Rifle

II. **Suppressing "The Jerk" – show clip**
- Takadimi
- Start Small, Grow Tall
- Uses of Ties, Aside From Strangulation
- Confirm, Then Reaffirm

III. **Melody**
- Call & Response (sound) – on neutral syllable
- Call & Response w/Solfege (sound ~ symbol)
- Fun Exercises on Solfege (sound 8~ symbol) - reference Joelle's sheet
- Abbreviated Exercises from SmartBoard (sound, symbol 8~ sight) – usually 1 bar, etc...
- To the Books/SmartBoard (sound, symbol ~ sight)
- To the Lit (sound, symbol & sight - w/application) – BUT continue the isolated exercises

IV. Theory

- Basic Terminology
- Well-Paced Curriculum - **Designed** for Choir (3-5 min)
- Work the answers out COMMUNALLY from SmartBoard or INDIVIDUALLY on the Dry Erase
- Covers an Incredible Array of Theory
- Rhythm Issues
- Review / Section Could Be Assessment

V. Literature

- Specific Goals
- Can They Succeed?
- BOYS Just Wanna Have Fun
- Range Master
- Variety Pac

VI. Working the Inner-Ear (brain) w/Tuning Forks

- Ring It & Sing It
- Adapt Using Solfege
- Learn Pattern
- Force Use
-

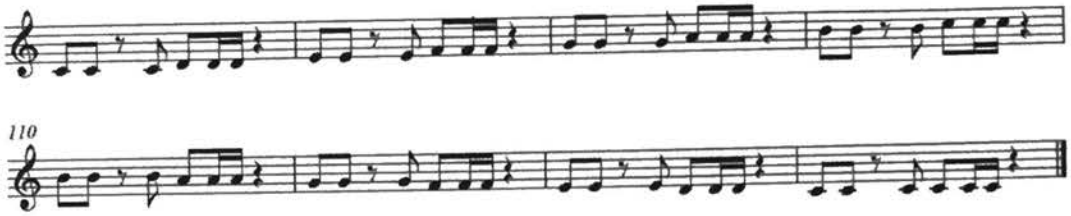
VII. Organization

- Limit Movement around the classroom that often produces chaos with boys
- Increase Flow/Sense of Urgency
- Hard to Drive a Train That Has Derailed
- Increase Productivity, Reduce Lost time

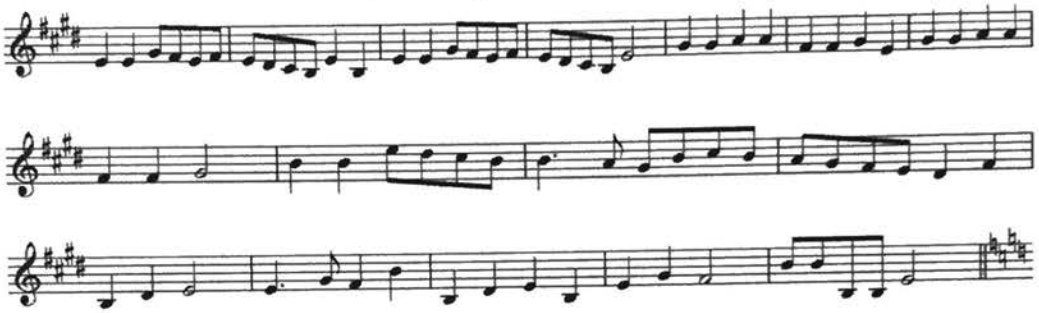
VIII. Personal Accountability

- For the Group/For Themselves – Not just of Obedience
- Ownership
- Goals/Reflections

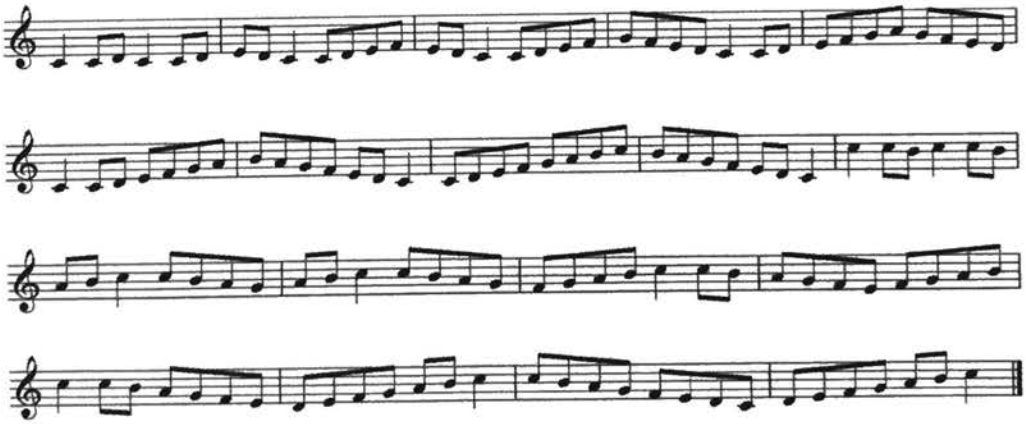
Syncopated Scale



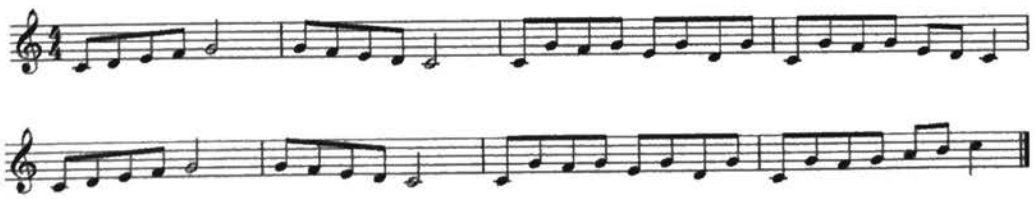
Krazy Kanon



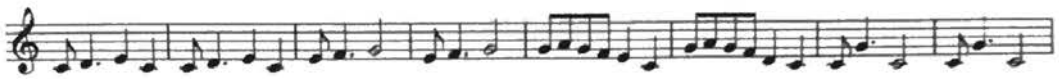
Expanding Scale



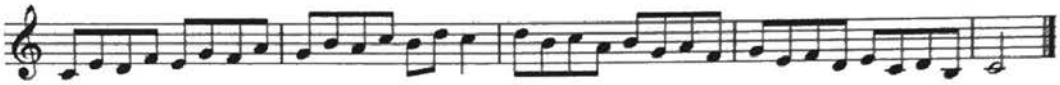
1-5 on Solfege



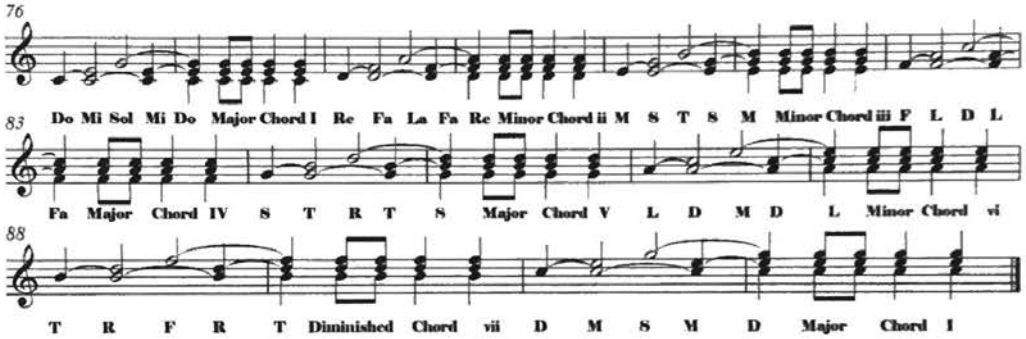
Are You Sleeping? (remix)



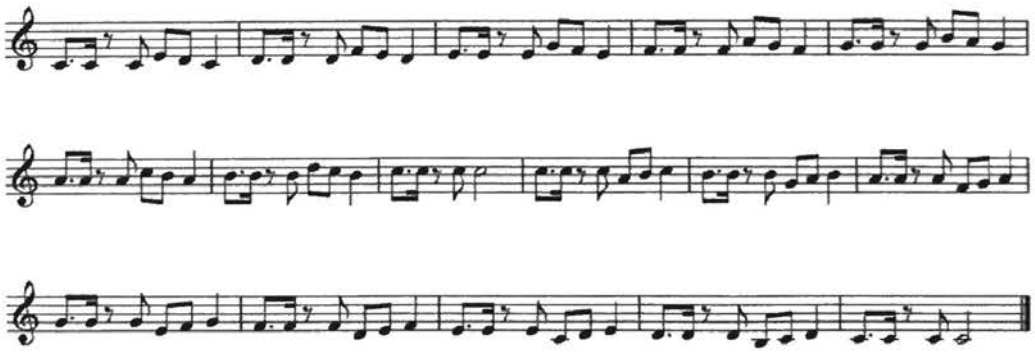
Thirds



Naming Chords

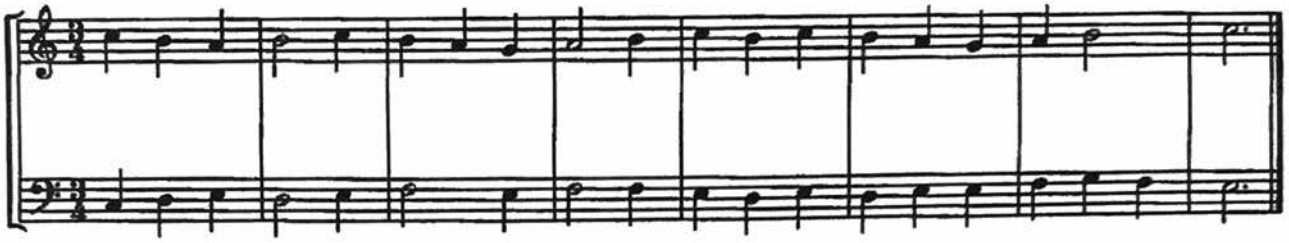


Jump



Compiled by Joelle Norris (solfeggio6980@yahoo.com), exercises created/adapted by students of Olive Branch High School or inspired/written by John Armstrong. (http://armstrongmusicliteracy.com/)

1.



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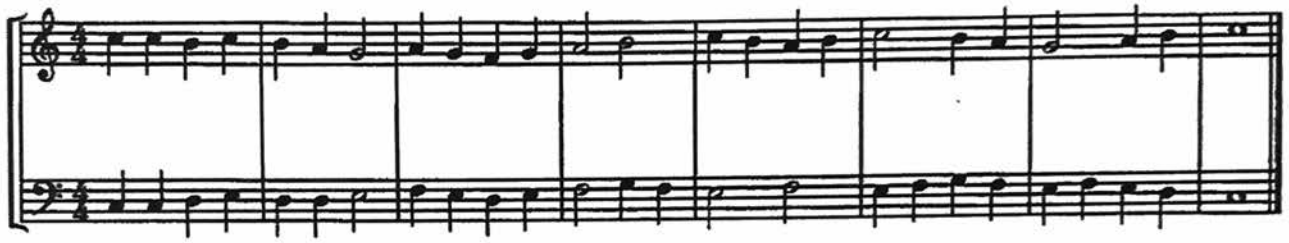

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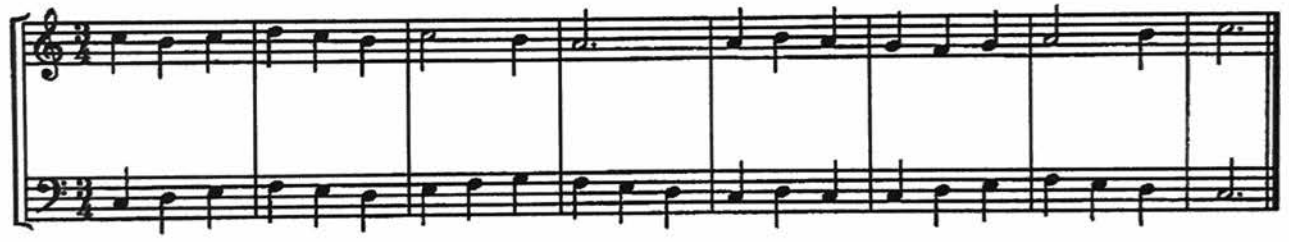

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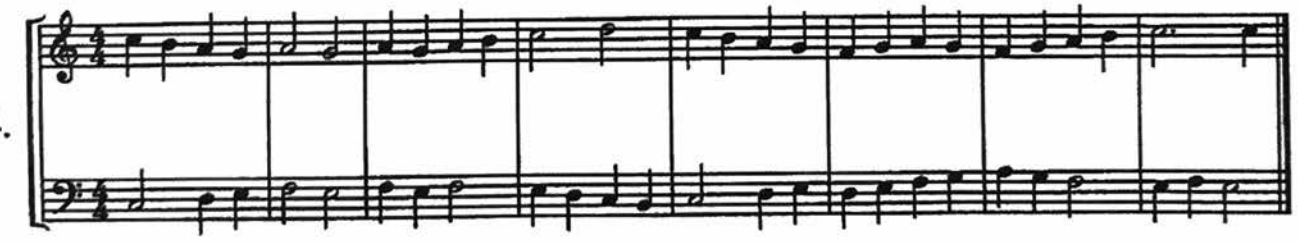

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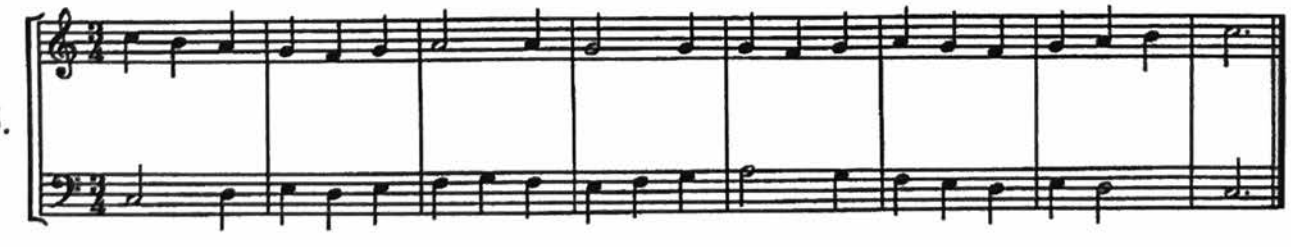

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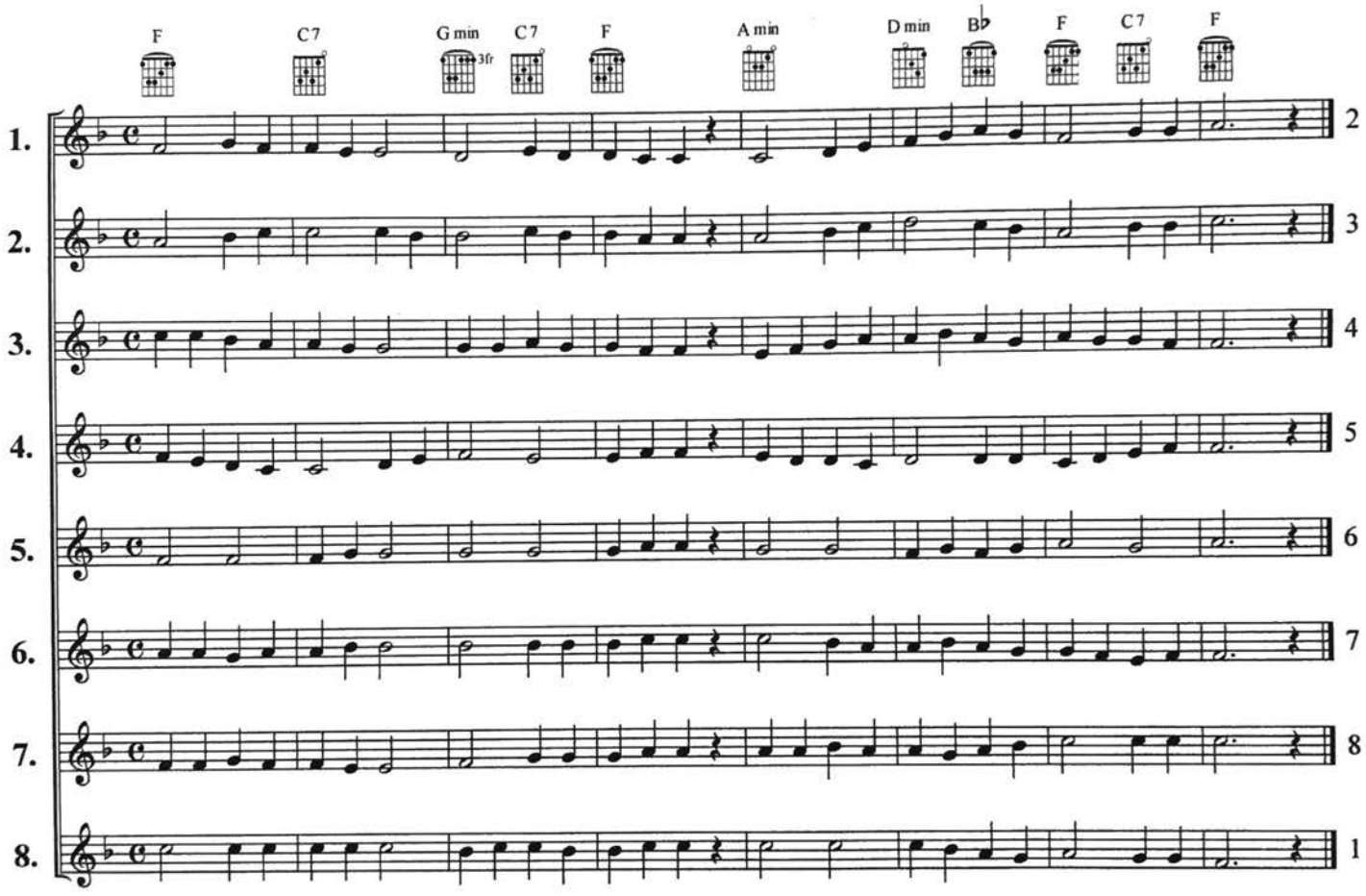
No. 1

Hank Beebe



Use Accompaniment A, Pgs. 2-3.

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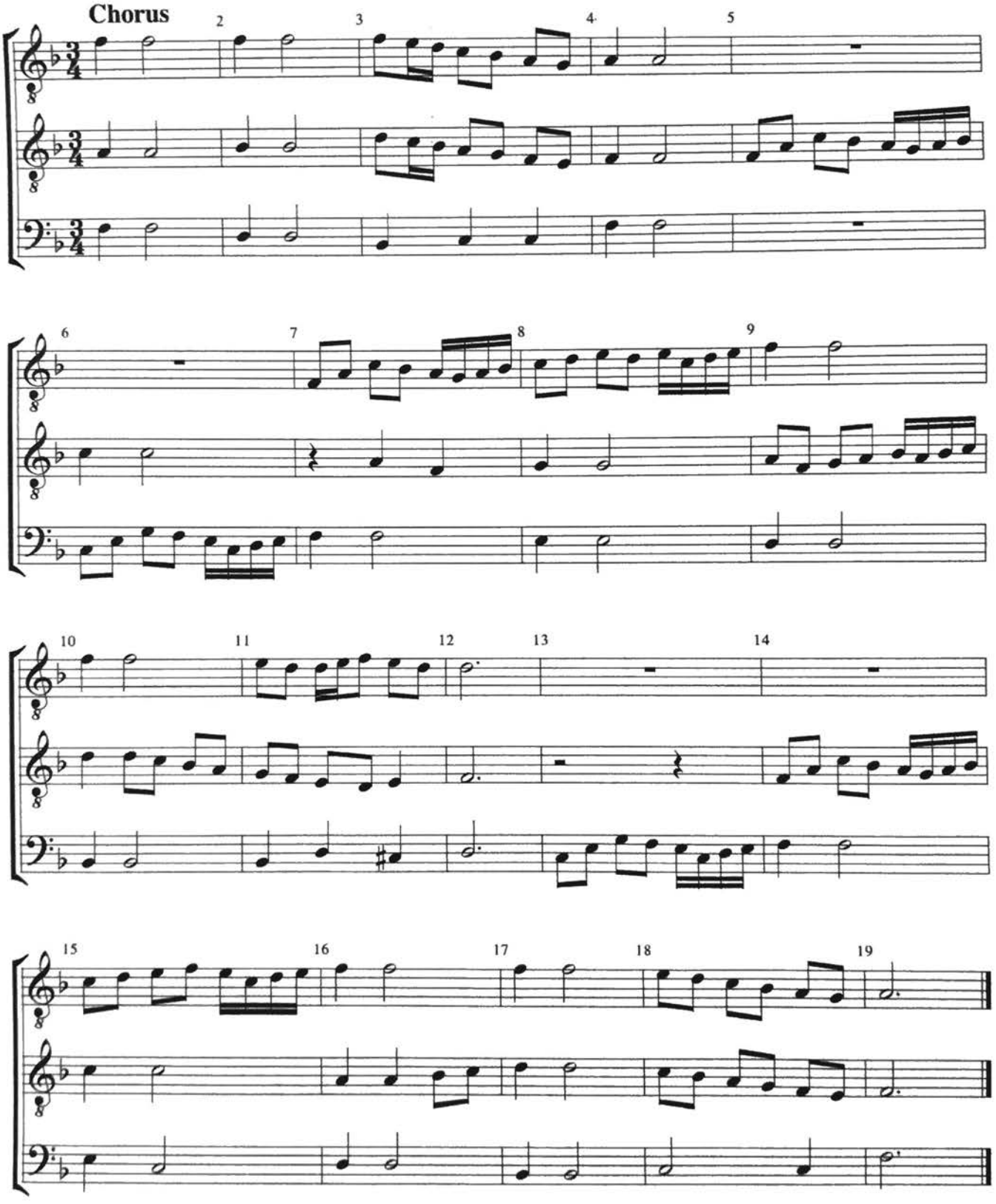
TTB

2.1

Baroque

Nicholas Palmer



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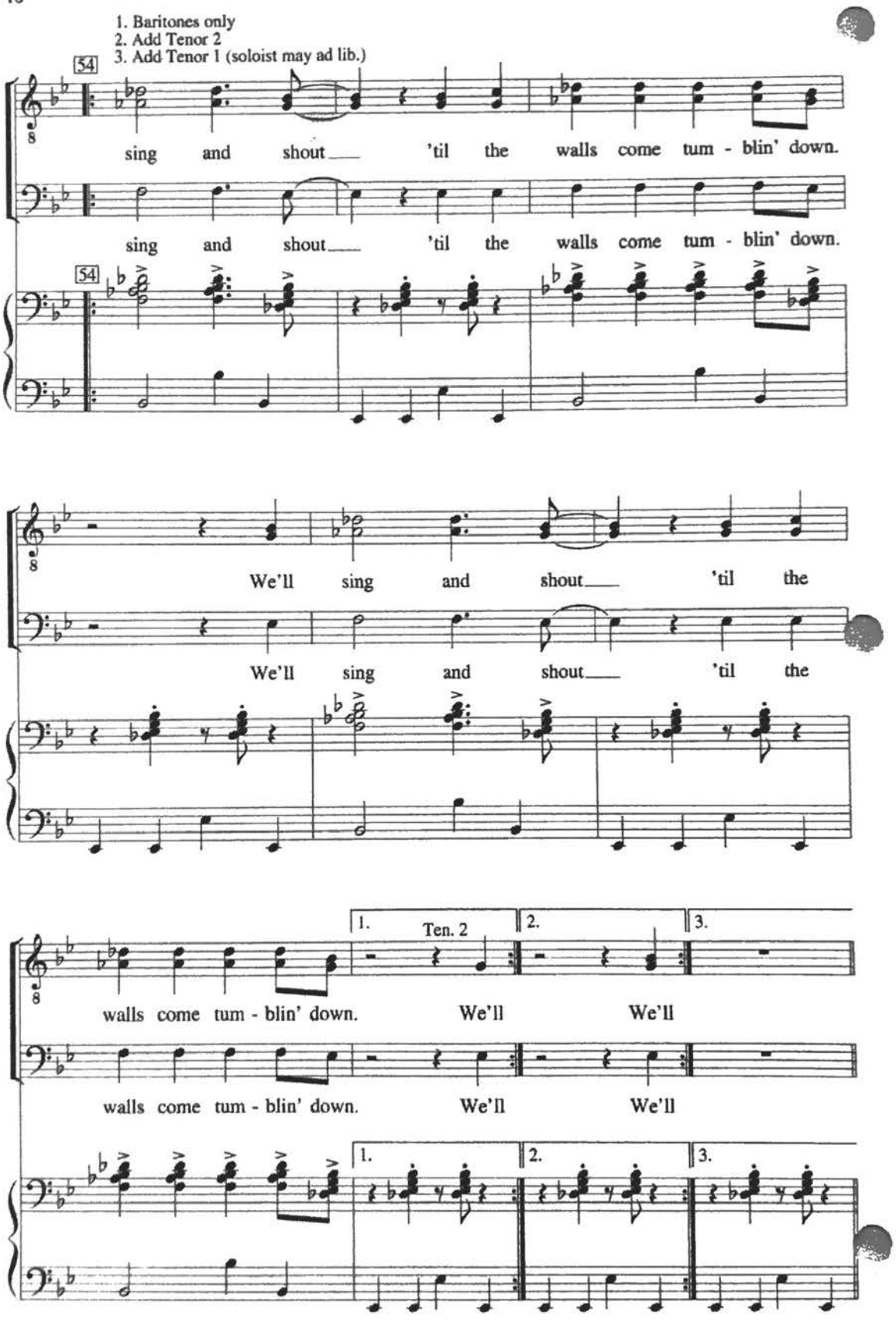
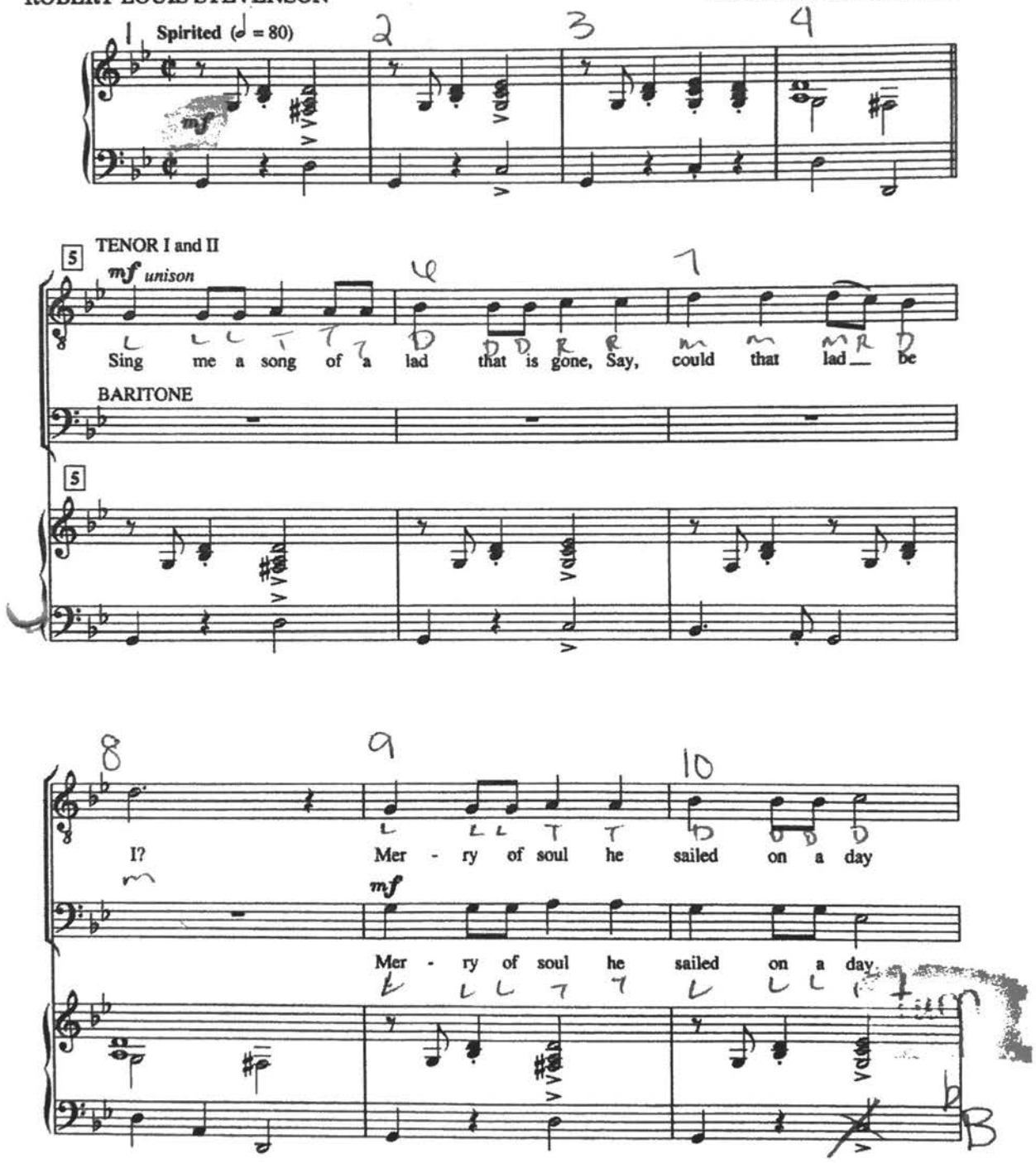

1. Baritones only
2. Add Tenor 2
3. Add Tenor 1 (soloist may ad lib.)
54
sing and shout 'til the walls come tum - blin' down.
sing and shout 'til the walls come tum - blin' down.
We'll sing and shout 'til the
We'll sing and shout 'til the
1. Ten. 2
2.
3.
walls come tum - blin' down. We'll We'll
walls come tum - blin' down. We'll We'll

SING ME A SONG OF A LAD THAT IS GONE

TTB, accompanied

Words by
ROBERT LOUIS STEVENSON

Music by
SHERRI PORTERFIELD



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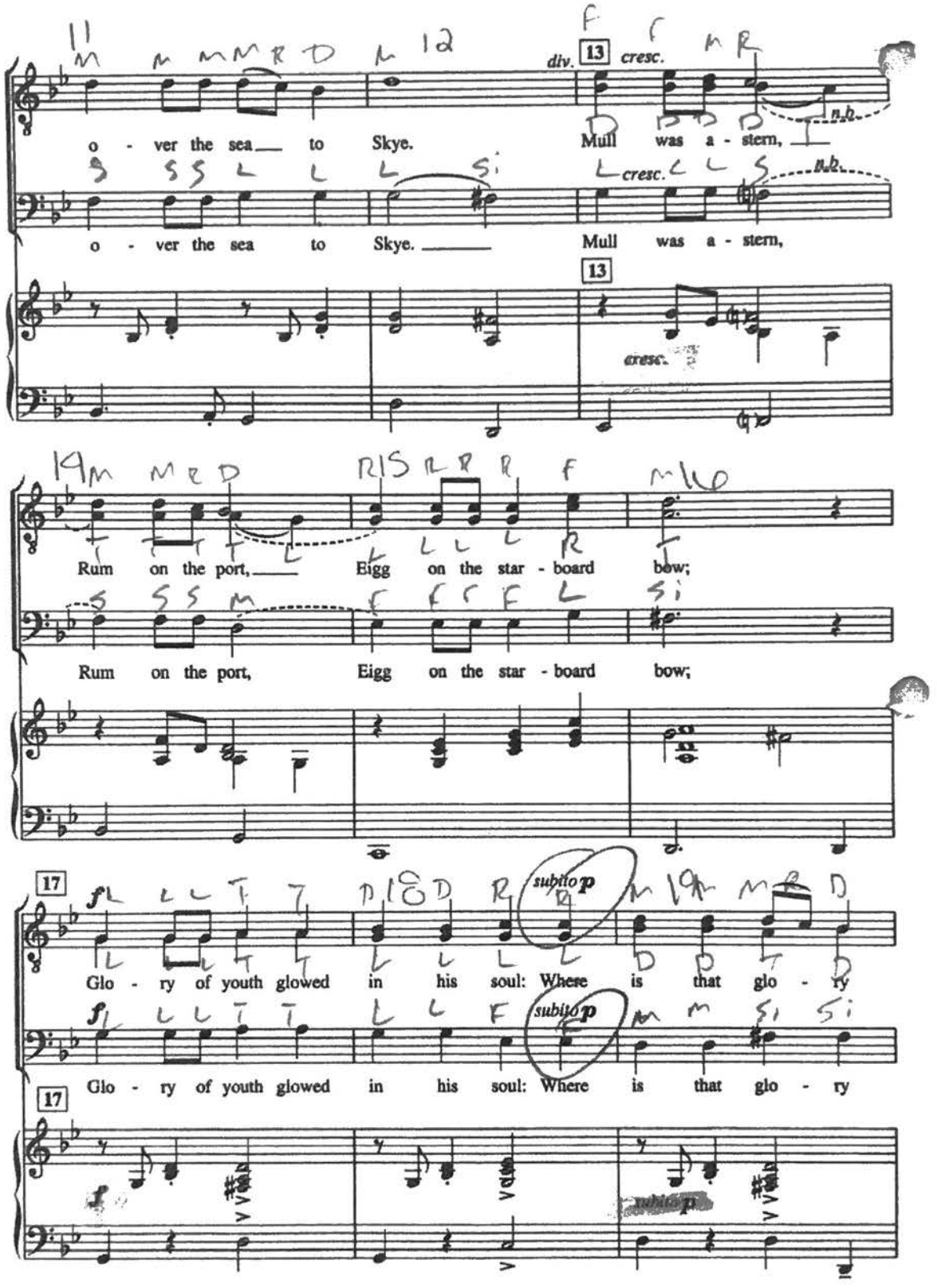
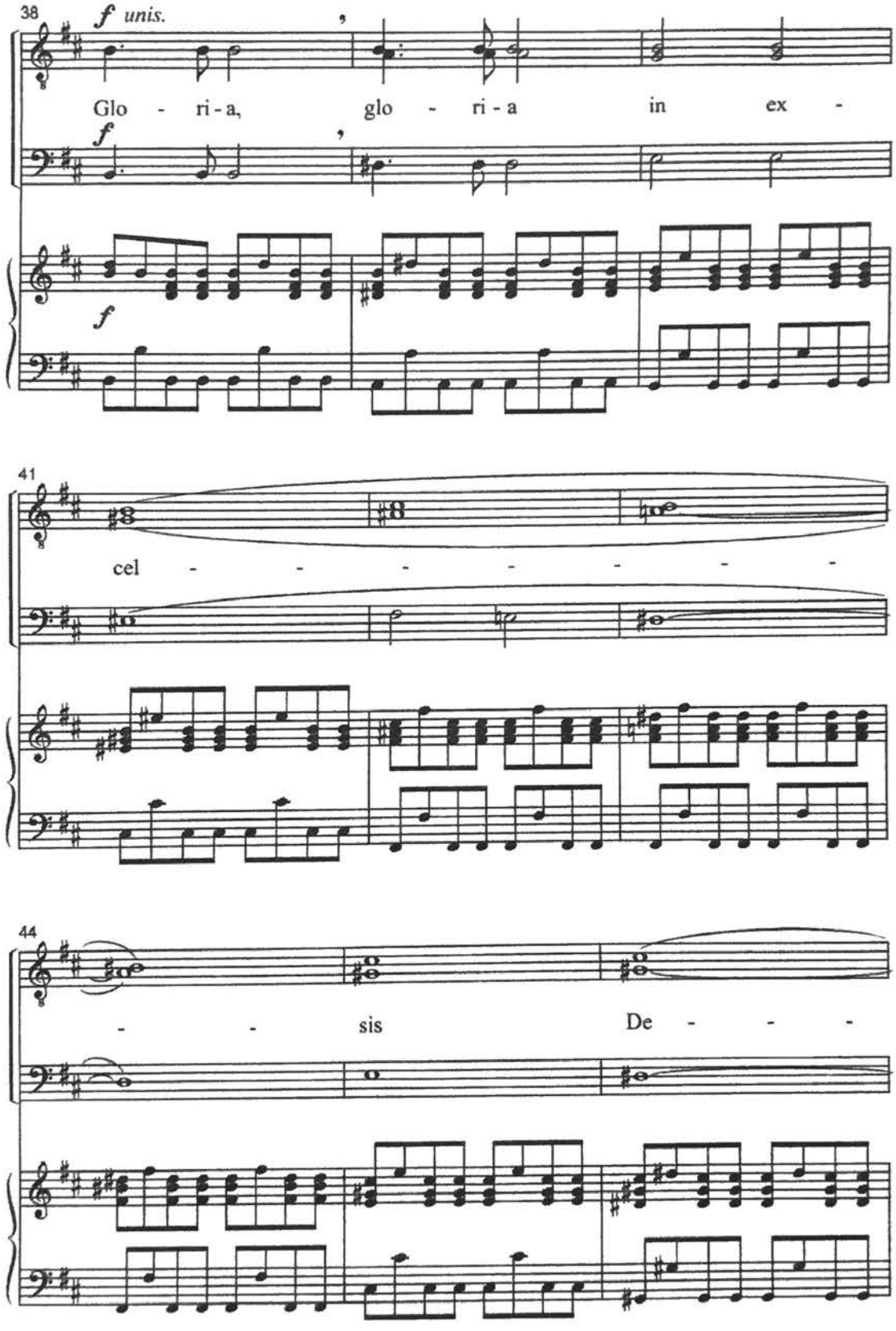
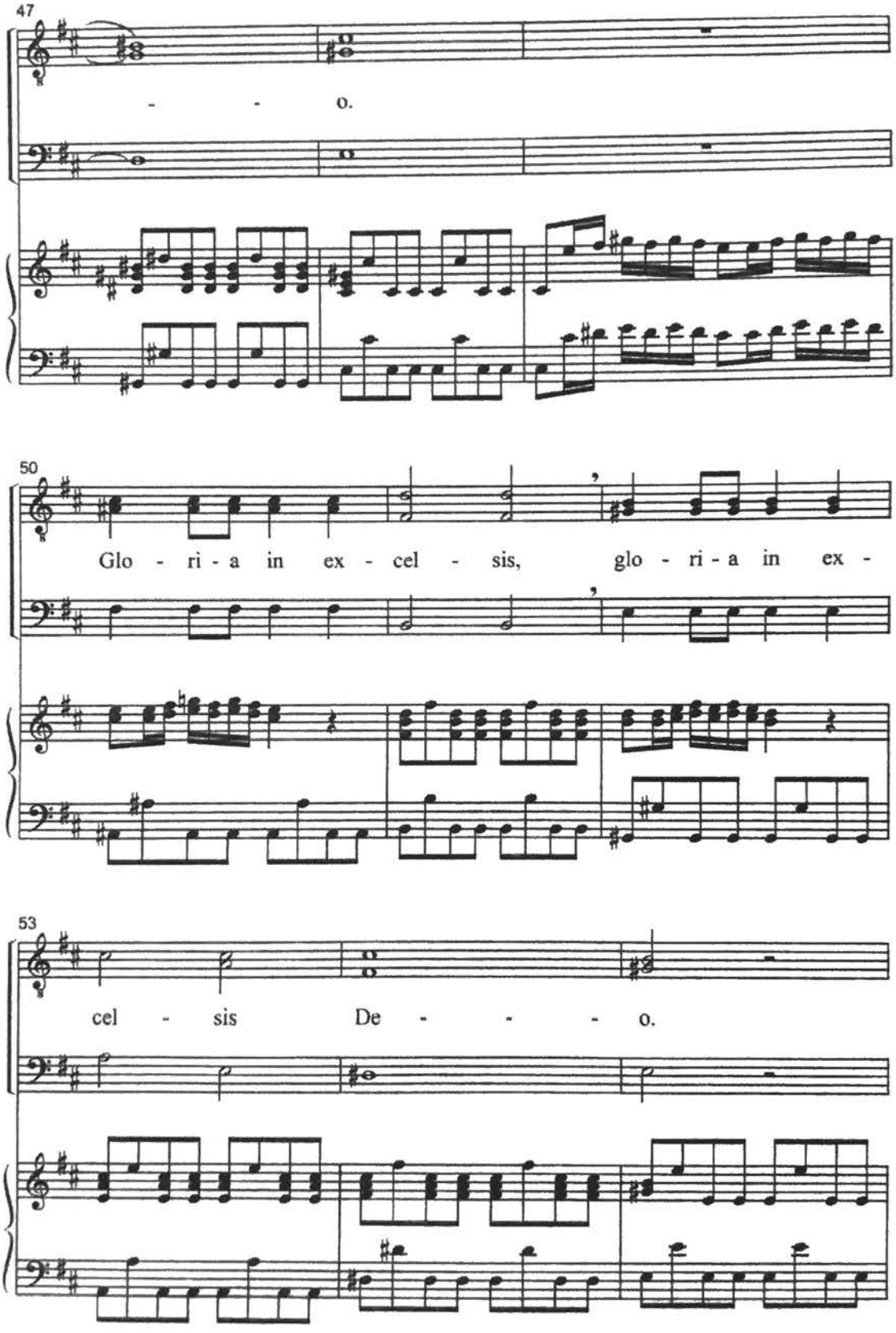

o - ver the sea to Skye.
Mull was a - stern,
o - ver the sea to Skye.
Mull was a - stern,
Rum on the port,
Eigg on the star - board bow;
Rum on the port,
Eigg on the star - board bow;
Glo - ry of youth glowed in his soul: Where is that glo - ry
Glo - ry of youth glowed in his soul: Where is that glo - ry


38
f unis.
Glo - ri - a, glo - ri - a in ex -
f
f
41
cel - - - - - - -
44
- - sis De - - -


47
- - o.
50
Glo - ri - a in ex - cel - sis, glo - ri - a in ex -
53
cel - sis De - - - - o.